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COMMENCING: "Character Chats," By Joseph B. Egan—
A New Journal Feature for Daily Use in the Classroom. Page 374

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JOURNAL of EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS

ISOBEL R. LAY, MANAGING EDITOR

CONTENTS, APRIL 8, 1926

EDITORIALS:—

Among Other Things 371
Boston's Opportunity 372
Paterson's $5,500 Principals 372
A New Reimbursement Plan 372
Sage Brush Songs 372

WHEN THE BUZZARD WAKES UP 373
By A. E. Winship

CHARACTER CHATS 374
By Joseph B. Egan, A. M.

Ladders 374
The Prince and the Statue 375
He Didn't Believe in Prayer 375
Price Tags 376
Why Tell the Truth 376

THE COLLEGE OF THE FUTURE 377
By F. D. Boynton

WAKING UP TO ILLITERACY 378
By Arthur W. Bromage

A BRIEF FOR THE METRIC SYSTEM 379
By Harvey W. Wiley, M. D.

A POETRY MENU 380
By George F. Moody

WHY STUDY SPANISH? 381
By Henry Grattan Doyle

WAYSIDE JOTTINGS IN AUSTRALIA 384
By L. H. Putney

WOODROW WILSON HIGH SCHOOL 387

THE THRONE AND THE COTTAGE (Poem) 387
By John Howard Payne

TREND OF THE TIMES 388

EDUCATION IN ACTION 390

BOOK TABLE 392

GRINS BETWEEN GRINDS 393

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EDITORIALS

Among Other Things

WITH this issue the Journal of Education commences the promised series of articles by its editor-in-chief on character problems; and likewise the previously announced "Character Chats" by Joseph B. Egan for daily use in the classrooms of America.

The editorial papers, starting with "When the Buzzard Wakes Up," will bring home to the teaching profession a realization of the nature and importance of character development. Some serious misconceptions will be swept away, and many little-regarded truths will be put forward. The editor has not only had unusual opportunities to observe the working out of educational systems and processes in all parts of the country, but has utilized those opportunities to the utmost. He is pouring the richness of his long and unique experience into the notable succession of editorials which starts this week.

Mr. Egan's "Character Chats" are a feature which the Journal is proud to have secured for its readers. Teachers have long been searching for a means of aiding their pupils, tactfully, definitely and constructively, in the cultivation of sound character. Anything else has seemed easier to teach than this. It has remained for Mr. Egan to discover a way that really works. His story-a-day keeps the attendance officer away. His sympathetic understanding of the juvenile mind and heart, his clear conception of moral standards, and above all his faith in boys and girls, have been touched with the magic wand of fancy—and the result is seen in the inspiring messages which our readers sample for the first time in this issue.

Mr. Egan has very kindly offered to prepare special stories to fit particular situations confronting the individual teacher. Acceptance of his invitation will render Mr. Egan's department even more helpful than it could otherwise be.

Recent typographical improvements in the Journal can hardly have escaped the notice of any reader. Many favorable comments regarding the new and larger headings, the more legible type page, the initial letters, and the redrawn titles, have been received by the editors and have been most gratifying.—A. W. B.

Boston's Opportunity

THE Progressive Education Association will hold its annual meeting in Boston, April 29-May 1. This is a rare opportunity to get the atmosphere of genuine educational progress of which Charles W. Eliot has said: "The progressive school movement is in my judgment without exception the most promising movement now going on in American education."

We are a charter member of this association, and deeply regret that absence on the Pacific Coast at that time makes it impossible to take part in Boston's welcome. We are exceedingly hopeful that New England will profit adequately from this opportunity.

This association was started to keep parents informed of improvements and developments in school matters, and to act as an agency for the exchange of accounts of investigations and experiments between schools working for educational betterment; it has, therefore, a field somewhat different from that of any other association.

For information apply to John R. P. French, 6 Beacon Street, Boston, Room 309. Membership fee, $2.00.

Paterson's $5,500 Principals

PATERSON, New Jersey, has put its elementary school principals on a salary of $5,500. We think that leads the country for a city of 150,000 population. The beauty of it is that the superintendent of schools, the entire Board of Education, the city government, and the public as a whole seem to have been behind this noble action.

Ide G. Sargeant, a national leader in public appreciation of the responsibility of the principal of an elementary school, must be proud to have his city lead off in such an act of justice, and, at the same time, in so good an investment.

A New Reimbursement Plan

THE Massachusetts laws are being readjusted from time to time, putting all school financing on a nearer approach to a scientific basis. This year one of the best plans is being proposed for the classification of supplementary reimbursement. The State Department has provided a scientific study of the effect upon each town in the state of changes made desirable because of the shifting valuation of most of the towns of the state. The present law gives $350, if the valuation is less than $2,000 per pupil. The new law would make it $300 if the valuation is less than $3,000. The present law drops $50 for each increase of $500 valuation per pupil up to $4,500. The new law drops $50 for each $500 up to $5,000.

There is no conceivable question that can be raised that is not scientifically answered in State Commissioner Payson Smith's presentation of the case.

Sage Brush Songs

"THE Wife of a Sage Brush Farmer," the leading article in the Atlantic Monthly, April, 1918, by Annie Pike Greenwood, of Hazelton, Idaho, was the magazine sensation of that year. Of late the world has heard little of Mrs. Greenwood till this season, when she blossoms out as an entertaining inspiration in the reading of her verses with charming introduction as to the "why and wherefore" of each.

This recalls some interesting episodes in the life of Annie Pike, whose university experience at Provo, Utah, revealed such brilliant genius in the English course that she was university valedictorian, and Alice L. Reynolds spoke of her as likely to be in poetry what the sculptors, organists, composers, soloists and actresses had been to Utah County, Utah, which leads every place of equal size and population in the New World for the production of artistic genius.

When Annie Pike became Mrs. Greenwood they yielded to the lure of Western Kansas long before they knew that the trouble with Western Kansas was the fact that there was too much nitrogen in the soil.

When Annie Pike Greenwood sent a bit of verse to The Century, Richard Watson Gilder appreciated it, and asked for more, much more, but he soon passed on and the Greenwoods passed on to the Sage Brush country, and the Atlantic Monthly made her a nation-wide reputation with "The Wife of a Sage Brush Farmer," but children, rabbits, and too many potatoes too far from the markets, and other burdens of farm and home were not the muses to inspire genius, but now ripened with much thinking and enriched by varied experiences she takes her place among the charming lecturers and entertainers with the backing of her sage brush experience.

Through an error the price of Florence Barnard's "Outline on Thrift Education" issued by the Savings Banks Association of Massachusetts was quoted twenty-five cents per copy in our issue of March 25, instead of ten cents a copy. In lots of one hundred or more the price is five cents per copy.

When the Buzzard Wakes Up

First of a Series of Editorials Dealing with Character Problems and Their Place in America's Educational Development

By A. E. WINSHIP

WE should stop puttering with the greatest problem America has ever known, and grapple with the alarming situation in social and civic life because of the new relation of youth to manhood and womanhood.

We should stop fluttering psychologically like baby birds on the edge of the nest. Much of the writing and talking of school men and women simply advertises the fact that we are fledgelings.

We should stop sputtering about what other folks are not doing, and do something ourselves as school men and women to change the trend of evil which is apparent domestically, socially and religiously.

There are two vital considerations. First, one youngster who goes to the bad today can do a thousand times as much harm as one who was no more "bad" in other days. Second, one who gets a bad start from twelve to fifteen finds it about a thousand times more difficult to stop.

These are the undeniable facts that challenge school people to be about a thousand times as efficient in creating a safe and sound morale in home and school as we now are.

The buzzard has been a harmless nuisance in the South Atlantic States for two or three centuries, but all at once he jeopardizes industrial progress, which had promised to make a "New England" out of the New South.

Of the new activities which promise to make North Carolina one of the banner states of the Union, none is more startling than its development of hydro-electric power.

Just as the vision extended out over the horizon that hitherto harmless buzzard loomed up as a stupendous annoyance.

There has never been an attractive place for the buzzard to roost until there appeared cables swinging in the air, the one thing it has always needed, and as the shades of night are falling that vast feathered creature takes his place up there and enjoys a restful, peaceful night.

As the dawn creeps out of the east Sir Buzzard awakes, rested, but a bit stupefied, and that he may attune himself for the new day he stretches his muscles, extends his wings, but unexpectedly the tips of the wings reach live wires and the mighty hydro-electric current of long distance transmission is short-circuited.

Industrial plants cannot start that morning; complaints come from far and near, and the entire detective service of the hydro-electric plant is notified to find out where the short-circuiting trouble is.

The alarming situation in the social and civic world today is the fact that when the adolescent youth from twelve to fifteen awakens to a new physical, intellectual, and emotional condition, and stretches his aspiring wings, he may touch live wires that short-circuit unexpected lines of influence, and all sorts of evil may result, and the stretching of the wings of one youth may disturb a thousand phases of life that would have been uninfluenced by such activities a quarter of a century ago.

It is not a question of how to save some or how to save more, but how to save all boys and girls.

When some milk delivered in a large city is impure the remedy is not in warning one man to be careful about the quality of his milk, but no milk will be brought into that city from any dairy or farm that has not been inspected.

It is not a question how many cows pass a perfect test, but there must be no cow that has not passed a perfect test. One cow in a dairy of one hundred cows will prevent the sale of the milk of ninety-nine cows that are a hundred per cent. safe.

It is useless for the farmers in one neighborhood to rebel, to refuse to have their cows tested. For local organizations to protest against the testing of cows, or attempting to escape because their dairies are not in the state in which the city to be protected is, is of no avail. That city will be protected against the possibility of milk from one untested cow being delivered in that city.

The crime wave, the number of crimes committed by young people, the fact that some of the most heinous crimes have been by lads of good homes, who went to a good school and college, reveals the fact that the mission of education is to have homes and schools in which no child can escape the test for safety to the community when he is a man.

Through babyhood, childhood, boyhood and girlhood, youth and young manhood and womanhood education in home and school must be as faithfully protected against danger when nature awakes to its possibilities as city babies are against untested milk.

Character Chats

By JOSEPH B. EGAN, A. M.

The Journal of Education is privileged to present to educators throughout the country the series of remarkable messages which Mr. Egan, Headmaster of the Harvard-Frothingham district, Boston, has been and is writing daily to the boys and girls of his schools. The pupil response to these letters has given ample proof of their effectiveness. Teachers outside Mr. Egan's district have been clamoring for copies. Mothers in the home have been begging a chance to read them to their children. Clergymen have expressed praise of these letters, and are using them as a basis for children's sermons.

These daily messages are now for the first time made available to teachers everywhere. "Character Chats" will be a regular weekly feature of the Journal of Education, and will appear in no other magazine.

Mr. Egan wishes to caution the teacher most explicitly not to comment upon these letters to the class, but to read them aloud, one each day, then let the class discuss them. The teacher should take no part unless the children appeal to her for an opinion. Otherwise the effect will be ruined.

"Character Chats" are being successfully utilized in the fourth and all higher grades through the ninth, or the junior high school.

No other course in moral instruction is needed in a schoolroom where these messages are used.

Any teacher having a particular character problem upon which Mr. Egan's help is desired, is invited to communicate with him, in care of the Journal of Education, 6 Beacon Street, Boston. He will be glad to write a special story which will be printed in this department. Bring your troubles to Mr. Egan!

MONDAY

Ladders

I NEED a ladder around my home. Yesterday an angle of a waterspout fell down. Of course it should be put back in place at once, but without a ladder all I can do is stand forty feet below and wish that it had never fallen down.

A number of morning glory vines have grown into long rangy whipcords of blossoming green. It is a shame to see these vines reaching out hungrily for something to cling to. They wish to climb up and up to the very edge of the roof, and yet, without a ladder, I cannot help them rise above the reach of my arm.

A limb has broken down on one of the maples near the house. It is dead, and mars the beauty of the live green tree and yet, without a ladder, I cannot cut it down.

So, you see in how many ways a ladder would be of service to me.

I wonder if all of us do not suffer very often for want of a ladder of some sort or other? A boy neglects his health or ruins it by smoking cigarettes. That boy is destroying the ladder he will need later on in his hard climb to any kind of success. A girl allows a bad temper to drive friendships away. That girl is destroying, round by round, the ladder that leads to her future happiness. A boy neglects his studies and fools away his time doing nothing. That boy is building no ladder for his future years. He will be left at the foot of the wall looking up, while others, wiser than he, climb by him one by one.

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A girl loves finery and a good time more than she does the noble, serious things of life. That girl is building a ladder of disappointment for her future years. Rung by rung it will break beneath her feet, casting her down into misery and despair.

So let us build us strong, far-reaching ladders. Ladders of wood for houses and trees; ladders of courage for the battles of life; ladders of knowledge for the gaining of success; ladders of cheerful character for making friends; ladders of purity for happy souls; ladders of physical strength, so that when the day comes and the need is there we may not stand and look up but rather climb to those places where success and happiness wait for us.

May this day be a strong rung in the ladder you are building for the years to come.

TUESDAY

The Prince and the Statue

THERE was once a prince who had a crooked back. He could never stand straight up like even the lowest of his subjects. Because he was a very proud prince his crooked back caused him a great deal of mental suffering.

One day he called before him the most skilful sculptor in his kingdom and said to him: "Make me a noble statue of myself, true to my likeness in every detail with this exception —make this statue with a straight back. I wish to see myself as I might have been."

For long months the sculptor worked hewing the marble carefully into the likeness of the prince, and at last the work was done, and the sculptor went before the prince and said: "The statue is finished; where shall I set it up?" One of the courtiers called out: "Set it before the castle gate where all can see it," but the prince smiled sadly, and shook his head. "Rather," said he, "place it in a secret nook in the palace garden where only I shall see it."

The statue was placed as the prince ordered, and promptly forgotten by the world, but every morning, and every noon, and every evening the prince stole quietly away to where it stood and looked long upon it, noting the straight back and the uplifted head, and the noble brow. And each time he gazed, something seemed to go out of the statue and into him, tingling in his blood and throbbing in his heart.

The days passed into months and the months into years; then strange rumors began to spread throughout the land. Said one: "The Prince's back is no longer crooked or my eyes deceive me." Said another: "The prince is more noble-looking or my eyes deceive me." Said another: "Our prince has the high look of a mighty man," and these rumors came to the prince, and he listened with a queer smile. Then went he out into the garden to where the statue stood and, behold, it was just as the people said, his back had become as straight as the statue's, his head had the same noble bearing; he was, in fact, the noble man his statue proclaimed him to be.

Now, boys and girls, suppose each one of us went out into the garden of our lives in the morning, afternoon, and at night of every day and beheld in spirit here, the real man that God wished us to become; straight of limb, sound of body, clear of eye, noble in soul, and beautiful in every way; don't you suppose each one of us would feel a thrill, a real desire to be like that man God has in mind?

I think so! Let us try it. Let us set up a high ideal to be our model through the coming years.

WEDNESDAY

He Didn't Believe in Prayer

I ONCE knew a man who did not believe in prayer. He said saying prayers was just a waste of effort. He could not see how an infinite God could take the time to listen to something some little person on earth called out to Him.

I have often thought about this man and wondered if he had ever noticed how even the smallest flower in the field is fashioned with tender care and careful thought down to the smallest detail of stem and leaf and lovely colored petal. The prayer in the heart of the flower is answered in a thousand beautiful ways. Why then should not the prayer in the heart of a man find answer somewhere in the wisdom of God?

What this man did not understand is this: There are many kinds of prayer, all of which are acceptable to our Heavenly Father. When we just think of Him, without saying a word perhaps, we offer prayers of love;

When we see and appreciate His beautiful workmanship in a sunset sky, we offer prayers of praise;

When we set ourselves aside and do some kindly thing for others, we offer prayers of sacrifice;

When we stand firm for justice, we offer prayers of right-living;

When, each morning and night, we bow our heads and spend a moment or two alone with God, we offer prayers of comradeship.

Some people, who seldom pray with their lips, live a long life of prayer, for they walk

justly at all times. Other people, who pray out loud many times, say no prayers at all. This is as at should be, for prayer that does not show itself in deeds is only an insult offered to the Father of all of us.

If a person wishes success in life he must pray for it in hard work, in simple living, in honest dealing, in careful saving, in a hundred other ways that our Father understands and fully appreciates. Merely to say: "Lord, give me gold!" is not to pray, but rather to offer insult.

So when my friend said he did not believe in prayer he said, in effect, he did not believe in hard work, in justice, in kindness, in purity, in living according to those laws that govern all success upon this earth.

THURSDAY

Price Tags

THERE was once a young man who wanted to go into business. His employer was a very shrewd person, and when this youngster came to him for directions he said:—

"Spend the whole day studying the price tags."

The young man did as directed. He went from counter to counter, examining the goods and reading the tags.

On the second day his employer said again: "Spend the whole day studying the price tags, but bring me tonight three things that you decide are worth the money."

The young man did as he was directed, and at closing time laid before his employer, a silk handkerchief, a bottle of perfume, and a hair-brush.

The employer looked disappointed but said nothing until the next morning, when he again directed the youth to study the price tags. "Bring me today," he concluded, "the one thing in the store that seems to you most worthy of the price asked."

At closing time the young man laid before his employer a splendid fur overcoat.

"I am afraid," said his employer, "that this store is no place for you, but before I dismiss you I want to give you some valuable advice. My boy, study the price tags on everything you do. I see you smoke cigarettes. Have you studied the tag that hangs from that habit? Down in the corner are little letters that spell 'ruin.' I know you keep late hours. Have you studied the price tag tied to each hour wasted in this way? You will find 'sickness' indicated on the tag. I find you are thoughtless and lacking of care of others. Have you studied the price tag on thoughtlessness? You will find it calls for 'lost friendships.' I am sure you are selfish. Have you studied the price tag on selfishness? It calls for 'lost opportunity.' Everything you do has a price tag attached to it. Young man, study your price tags. Weigh well your values before you buy. Therein is the foundation of all success and happiness in life."

Now, girls and boys, we all hope that the young man followed the advice of the wise merchant, but personally, I am afraid he did not. I am afraid he went right on buying things of little or no use to him without counting the cost.

Many times the price tags are not laid out in plain sight. Many times they are hidden away under the gilt and tinsel of things. It is the wise young woman or man who weighs the cost before entering the bargain.

FRIDAY

Why Tell the Truth?

I WONDER whether all of you realize how much the welfare of every person in the civilized world depends upon the telling of the truth!

When you carry five dollars to a bank you receive in return a mere entry in a deposit book. The safety of your savings depends entirely on the spirit of truth telling in that bank.

Your father works a week or a month before he receives his pay. The welfare of your whole family, therefore, depends on the spirit of truth telling in your father's business.

You drop a letter in a mail box and know that it will reach its destination. Its final receipt by the other person depends on the spirit of truth telling among those who handle the mails.

Someone pays you a ten-dollar bill. The paper in the bill is not worth one cent. The entire value that the bill has depends on the spirit of truth telling in the national government.

Everywhere we look we see the importance of truth telling upon which credit of all kinds depends. People are generally honest and truthful. It is only now and then that we come across the lying person. If that person deliberately lies, then watch out for him, for he is a menace to all the rest. To be like our brothers and sisters we must be truthful, we must keep our word, we must be true to promises, and be honest in all things.

Now, what is the moral of all this? Not merely that we ought to tell the truth; not merely that truthful people are respected and trusted and believed in; but rather the very important fact that the great majority of people do tell the truth and that, therefore, the untruthful person is abnormal and not like his kind.

The College of the Future

By F. D. BOYNTON
Ithaca, N. Y.

UNDER the above title, the Philadelphia Public Ledger quotes President Aydelotte of Swarthmore College as saying: "The college of the future will limit enrollment."

This statement is interesting if only for its persistency. It persists in face of all sorts of data to the contrary and without giving any real reason for persisting outside of the worshipful Ph. D.

Now that limitation is settled and assured, parents will be interested and anxious to learn where it is to begin. Will President Aydelotte and those who advocate limitation make the beginning in their own homes? It would seem that this must be the place of beginning if the advocates of limitation are to escape the charge of being insincere. And before they begin they will need to work out some intelligent method of selection whereby the elimination after matriculation will be reduced from its utterly absurd and indefensible present practice.

A generation ago it was the practice in secondary education to pass up the work of the year as a whole or to repeat it as a whole. The fight which brought about the present universally accepted plan of advancing the pupil by subjects was bitter and long drawn out; but the right of the pupil who had passed the standard set for a given study to go on with that study without reference as to whether he passed or failed in some other study won, and it won because the principle was right, human, and a conservation of life's energies.

But the colleges go merrily on by years and "bust" out a student who fails one course. A few points in the rating of a "final" examination paper in a single course by a professionally untrained, inexperienced teacher, tutor, instructor, or graduate student, and out the student goes—disgraced. This practice, too, is going to be changed. And it is going to be changed because to change it is right, human, and a conservation of life's energies, matters of first importance to "The College of the Future." What would a college professor not do to a secondary school teacher who drove his child out of school discouraged and disgraced because he failed in one study! Why not find out and then do the same thing to the college instructor when he commits the same offence?

The New York Herald-Tribune for March 16 stated that New York University now has an enrollment exceeding 26,000, and is building larger. The same issue announced the introduction of a bill in the New York State Legislature for extending the opportunities of New York City College by the building of other colleges in different parts of Greater New York until "collegiate education shall be furnished gratuitously to all actual residents of the city who are qualified for the work leading to a baccalaureate degree." With state universities in many states, with the city college as a part of the city school system, and with "junior" colleges multiplying, it would seem that "limitation" had not yet taken hold of the public mind, and that America is out to give every worthy aspirant an opportunity for higher education.

Who are worthy? How is this to be determined, and by whom? Are we still to be measured by our knowledge of past civilizations which did not develop sufficient strength to survive? Is retentive memory to be stored with facts over a narrow prescribed field which it is to be able under pressure to disgorge to continue to be the standard of worthiness? Is the secondary school course of study to be formulated out of the volumes of stilted questions compiled by question committees and sold to teachers who are "preparing" yet other lambs for the slaughter? By no means. "The College of the Future" will be larger than superior scholarship; it will be a place where men are trained to live with and to rule men justly.

President Hibben says that Princeton wants something more than scholarship; it wants to know that the candidate will make a good citizen as well as a good undergraduate; it wants to know whether the candidate's outlook upon life in the secondary school was broad, his influence good, whether he evinced the qualities of leadership among his fellows, whether he was honest, industrious, persistent, and had a desire to achieve. A candidate with these outstanding character qualities will be admitted to Princeton even though he may lack in "credits" in the classics or in mathematics. President Angell of Yale says that the cry that too many are going to school emanates in a large sense from those who fear a shortage of cheap labor, and begin to see the handwriting on the wall.

Dean Kelly's little book, "The American Arts College," shows the lack of definite aims and objectives upon the part of our colleges. A. Monroe Stowe, in School and Society, September 26, 1925, makes the same charges against his own college. An impartial survey by representatives of the public interest will go far toward settling the much mooted questions of the hour in the field of higher education.

Waking Up to Illiteracy

By ARTHUR W. BROMAGE
Harvard University

NO one would be so rash as to say that the United States has ever been tremendously excited about the problem of illiteracy. We have had campaigns against vice, graft, Demon Rum, and even Lady Nicotine, but only within the last decade have we had any stir about illiteracy. Instead of "No saloons by 1920," the cry is now "A literate nation in 1930." A campaign, and apparently a somewhat successful one, has been instituted by the National Education Association as a result of the figures brought to us by three surveys divergent in methods and standards, and consequently, strikingly dissimilar in results. These three reports are the Army Tests of 1917, 1918; the 1923 survey of the National Education Association; and the 1920 report of the United States census. Before noting the results recorded by these various organizations it would be well for us to examine the standards by which they determined illiteracy and the methods which they used.

Perhaps the highest standard of illiteracy, which amounted almost to "faltering literacy," was maintained by the Army Tests. The recruits were divided into groups; one, those presumably capable of the Alpha Test for literates; the other, those presumably capable only of the Beta Test for illiterates. Unfortunate as it may seem, the methods of choosing the men who were only capable of the Beta examination varied extremely among the camps. Segregation was too often made by chance, or was dependent on the ability of a sergeant or interpreter. Even the space available in examination rooms or the time given to segregation were factors in determining who should take the Beta examination for illiterates. However, as the Memoirs of the National Academy of Sciences point out, it may be said in general that many of the camps aimed at an "ability to read and understand newspapers and write letters home," [1] and that the Beta examination included those men who could not successfully pass such a standard. Thus we see that the number of men listed as illiterate by the United States Army Test should more fittingly be termed the "falteringly literate." Accepting this point of view, it is still evident that the figures presented by the Army Tests are of an alarming nature. Of the 1,556,011 men and 32,893 officers tested, 25.3 per cent. were given the Beta examination and an additional 5.7 per cent. failing in the Alpha test for literates were likewise given the Beta examination. [2]

Passing on to the report of the National Education Association, we find that they had a special commission on illiteracy which was composed of six leading state superintendents of instruction, two specialists on adult education, the president of a state technology school, and two editors, with Mrs. Cora Wilson Stewart as chairman. This committee studied the situation and reported to the National Education Association. Before the 1923 convention, Mrs. Stewart outlined the following methods: "In its study of illiteracy conditions, your commission has carefully analyzed the statistical reports gathered by the United States Census Bureau in 1920, has gone into public libraries all over the country and has subscribed to various clipping bureaus to secure current information. Also, a representative of your commission has gone into most of the states and into illiterate localities of the same to investigate conditions." [3] As a result of this survey, the commission has stated that if the completion of the second grade in grammar school were used as a standard, the number of illiterates "would doubtless be double the number reported by the Census Bureau." [4]

Of course, this statement of fact is rather startling since such a low standard of illiteracy is used as a criterion. However, the commission seems to have been justified in its decision somewhat because the 1920 census was based on confessed inability to write in any language. Moreover, "the commission has found localities where no inquiry as to illiteracy had been made by the census takers and the assumption is that all persons in it were listed as being able to read and write." [5]

With these facts in mind it is timely that we consider the report of the United States Census Bureau. To this organization as previously stated an illiterate is a person who confesses that he cannot write in any language. In the actual census no proof was demanded, for mere assertion of ability to write was accepted without tests. The number of people who were truthful enough to confess such illiteracy was 4,931,905. [6]

To summarize: We find in the first place, that the United States Army Tests of 1917 and 1918 report 25.3 per cent. illiterate, and 5.7 per cent.

1. Memoirs of the National Academy of Sciences, XV, p. 743.
2. Ibid, p. 100.
3. National Education Association Addresses and Proceedings, 1923, p. 266.
4. Illiteracy Report of the Illiteracy Commission of National Education Association, July, 1924, p. 13.
5. Ibid, p. 12.
6. 14th Census Report, V. 2, Table 23, p. 1246.

semi-illiterate (according to the Alpha Test).[7] In the second place, the National Education Association estimates approximately 10,000,000 illiterates,[8] which is 9.5 per cent. In the third place, the United States Census Report of 1920 shows the number of confessed illiterates to be 4,931,905,[9] or 4.7 per cent.

With the standards, methods, and results of the three organizations before us, we are anxious to reach some reasonable conclusions upon the percentage of illiteracy in the United States. The census reports may perhaps be regarded as least reliable, for it seems plausible to state that few would be proud to confess themselves illiterate, and, no doubt, many would be worldly enough to lie about it.

There is also the further question as to how faithfully the census takers asked the illiteracy question. Then, the Army Tests present extraordinarily high ratio. This may be explained by the very high standard of literacy which they demanded. Again we must consider that according to the census figures, 2,540,209 males are illiterates as compared with 2,391,696 females.[10] Therefore, to the high standard of the Army Tests we must add as a cause that they only examined the males.

With the question of the prevalence of illiteracy outlined before us, we may further examine in what population elements or regions the illiteracy problem is greatest. Here, unfortunately, we must rely on the figures of the United States Census Bureau as the only complete information on the subject. A study of the 1920 Census Report reveals pertinent data. There are 1,955,112 urban, and 2,976,793 rural illiterates.[11] This is due no doubt to the fact that the complex city environment requires literacy. On the other hand, it is interesting to know that the percentage of urban illiterates in the New England and Middle Atlantic States is greater than the rural. The most acceptable explanation is that it is caused by the foreign-born illiterates congregating in the manufacturing districts. It is to be noted that illiteracy of those of native white parentage is practically negligible in the urban communities.

A study of the South Atlantic and East South Atlantic States shows a somewhat higher ratio of native white illiteracy in the urban districts and a tremendous increase in the proportion of illiteracy among the rural population. Negro illiteracy both urban and rural runs heavily in these same sections. Yet in no case does negro illiteracy among the urban population exceed the rural percentage, demonstrating the flux of the better type of negro to the city with its complex environment.

In conclusion it seems that we cannot blame any single population element or region for our illiteracy conditions. Some make the astounding statement that there are only 1,763,740 foreign-born illiterates according to the census, but 3,168,165 native-born illiterates. This is true, but remember that under native born are included the negroes who contribute 1,842,161 illiterates.[12] The future illiteracy problem it seems will not be among the foreign-born in the cities but rather in rural areas. The present situation of a dwindling urban problem is due to the greater financial abilities of cities to provide night schools and campaign material against illiteracy. Whoever would be the St. George to kill the Dragon of Illiteracy should begin his attack in the rural areas.

7. Memoirs of National Academy of Sciences, XV, p. 100.
8. Illiteracy Report of Illiteracy Commission of National Education Association, July, 1924, p. 13.
9. 14th Census Report, V. 2, Table 23, p. 1246.
10. 14th Census Report, V. 2, Table 23, p. 1246.
11. 14th Census Report, V. 2, Table 23, p. 1246.
12. 14th Census Report, V. 2, Table 23, p. 1246.

A Brief for the Metric System

By HARVEY W. WILEY, M.D.

I HAVE just been shown a copy of your magazine, Journal of Education, of February 18, 1926, in which there is an article on the Metric System by F. Darwin Smith, of Long Beach, California.

Often a good cause is strengthened by its opponents. I do not know of any article that I have seen lately that will be of so much benefit to those who want to see the metric system introduced into our schools, as this one of Mr. Smith's. It is so far from the truth that it must be helpful. The idea that we would have to resurvey all our land if the metric system were introduced verges on the absurd, but it is not so absurd as the statement that all our houses would have to be torn down. We who believe in the decimal system as a relief to our school children have no idea that a single line of the surveys made of our land would have to be re-run, or a single house or factory now existing would have to be torn down. Many of our manufacturers who deal with foreign countries, with the exception of England, have

a full set of metric measures and models on hand with which to supply the orders which they get from foreign lands. It would not require a large sum to replace any model now used by a manufacturer of any kind. We would even retain many of our common terms. The pound would be 500 grams, the quart would be a liter and the yard would be a meter.

We do not use the English standards except to a limited degree. Their gallon is quite different from ours. They use a quarter which is different. They use a hundredweight which is 112 pounds. They use a stone and a hand for measurement and many other things which we do not use. The enemies of the decimal system ought to be consistent and ask for the restoration of the English currency in this country. What a howl of denunciation such a proposition would meet.

In 1895 Congress required the medical service of the Public Health Service, the Navy, and the Army to use only the decimal or metric system in dealing with the supplies and writing prescriptions. Hundreds of physicians today write their prescriptions in the metric system.

I was president of the Pharmacopœial Convention that made the revision (the ninth) of the Pharmacopœia during the years 1910 to 1920. In the Pharmacopœia which we issued the decimal, or so-called metric system, is given the preference in all medical matters and in the writing of all prescriptions.

The radio is now recognized as a decimal system. The wave lengths are given in meters and not in feet. All the units of electrical measurement are in the metric system. Our money is in the metric system. Our nickel weighs just 5 grams, our silver coinage is metricized. A silver dollar weighs 25 grams, a fifty-cent piece weighs 12½ grams, a quarter weighs 6¼ grams, and a ten-cent piece 2½ grams. I imagine it will not be long before our coinage is reduced to the metric system as far as weight is concerned, and probably also as to diameter.

To free our children from the almost impossible task of trying to learn our system of weights and measures as used at the present time, would be the greatest benefit to education. I can teach any ordinary child of intelligence in the sixth or eighth grade the whole metric system in fifteen minutes. It is only necessary to memorize nine words, namely gram, liter and meter; the terms deka, hekto and kilo are the three multiples; deci, centi, and milli are the three divisional terms, making only nine words to learn. They already know our decimal system of coinage and will take to the new system as a duck takes to water. Then all the time which is now wasted in teaching our impossible system of weights and measures can be given to teaching the child how to live, how to care for his health, how to understand his diet. These advantages, so important to our growing child, should command the universal support of all educational literature.

A Poetry Menu

By GEORGE F. MOODY
Salem, Mass.

POETRY being a part of the diet in our schools for digestion, it would appear that the hosts (teachers) ought to be more uniform in their methods of serving such a delicacy. In view of this I have brought together the latest practice in order that no host may now fail in having this article thoroughly enjoyed by his youthful guests.

It does not matter what selection you choose as long as it is something that is very old and tough. This I understand has certain advantages such as giving the mouth much exercise in the chewing of it and the stomach much work to do, and although there may be many pains and groanings yet it gives such excellent exercise to that part of the digestive system that it is capable of taking larger doses each time this delicacy is served.

Having made the selection it is now necessary to serve it in the most dainty way possible.

The first thing to do is to hunt out and find if possible the manufacturer of this article, and if this is impossible give the credit to some poor soul who has passed on. When this has been determined to the host's satisfaction he will insist that the guests find out the date when he was born; what he manufactured; how many times he went into bankruptcy; whom he married; how many children he had, and if possible who his parents were and why they permitted him to live; and finally whereof and when he died.

Now that you have the guests in a most favorable frame of mind and their mouths watering with keen anticipation you will serve each guest, making sure that each serving is identical in size and shape, otherwise one or

more of the guests may go into hysterics and complain of not being treated fairly. When each has received his portion the host will make sure that each guest takes a small portion of the entire serving into his mouth, and when he (the host) considers it has been chewed enough will ask each to take it out and give his opinion of it, and if they find some portions which were too hard to chew, he will offer his assistance, then a little more will be added from the plate and the process repeated. When each of the guests appears to have thoroughly masticated his entire helping it is to be swallowed in unison at the command of the host.

One would expect that the hosts serving this delicacy would have great difficulty in entertaining all the guests who would wish to come to their establishments, but from keen observation I find the case reversed, namely, that few guests ever return and seldom ever buy this article in the market; also that they are continually advising their friends to refrain from buying it or to be entertained where it is served.

I must finally conclude that human nature is queer, and most of us seldom appreciate that which is best for us even if it comes our way by accident.

Why Study Spanish?

By HENRY GRATTAN DOYLE

Professor of Romance Languages, George Washington University, Washington, D. C., and Modern Language Editor, Journal of Education

"OUR men are not interested in the study of languages. It is only by compulsion that we hold them to the study of any language except Spanish," writes F. Ruge in the Educational Review for February, 1926.

"We must take particular care to see that the study of Spanish, if not made compulsory, is at least made possible in all our secondary schools," declared Hon. Herbert Hoover, Secretary of Commerce, several years ago.

Similar expressions of the natural interest of American youth in the study of Spanish, and of the demand from leaders in civic, business, artistic, literary and official life that the beauties of the Spanish language and literature be made available to all our boys and girls who care to study them, are heard on every side.

Spanish painting, Spanish sculpture, Spanish applied arts, Spanish architecture and interior decoration, Spanish furniture, Spanish costumes, Spanish laces and shawls and combs and fans, Spanish and Spanish-American music, Spanish dancing, delight our eyes and ears and souls in newspapers and magazines, in shops and hotels, at the opera house and in the theatre, over the radio and in the chance conversation of street, office, and club—in New York, in Florida, in California, in the nation's capital, in small town and in big city alike.

The newspapers carry accounts one day of the experiments of the Spaniard Cierva with his helicopter; the following week they vie in the editorial praise of the gallant Ramón Franco and his "Plus Ultra." Alonso rises to first position on the sports pages, only to yield to his countrywoman, Señorita de Álvarez. De Fialla's Spanish opera, "La Vida Breve," has its première at the Metropolitan in New York, with a Spanish singer, Lucrezia Bori, in the chief rôle.

What of our trade with Latin-America? In 1925, our combined import and export trade with Latin-America (this includes Brazil, of course, which is Portuguese-speaking) aggregated more than $1,800,000,000.

Americans are now traveling to Spain in much greater numbers than ever before. In 1924 there were some 3,000 American visitors to Spain; in 1925, more than 40,000! With the steady improvement in accommodations, it is not unlikely that this figure will be much exceeded during the present year.

Despite this general popular interest in Spanish and Spanish-American life and culture, we find in some instances that efforts are being made to restrict, instead of encourage, the teaching of Spanish. It may be of interest in this connection to hear some recent testimony on the subject.

Dr. Leo S. Rowe, director general of the Pan-American Union, says:—

"The cultural value of the Spanish language has long been recognized by competent scholars. The wonderful literature, art and architecture of Spain have been described by many famous writers, and the productions of Spanish-American culture, while not yet as well known, are worthy of the most careful study. In the field of international law and arbitration, Spain and Spanish-America have made notable contributions to world progress. The disciplinary value of the study of Spanish, too, has been amply demonstrated in recent years. For these reasons it should be given a place in the curriculum on a par with the other modern languages.

"Another aspect of the matter, however, deserves especial emphasis; the preponderant importance to Americans of Spanish as a medium

of communication with eighteen other countries of this hemisphere, which not only are connected with the United States by reason of proximity, commercial intercourse, and common political and social ideals, but are destined to play a part of vast importance and power in world affairs.

"Spanish is the native tongue of these republics, with a population of over 57,000,000, and also the language of Porto Rico, whose population numbers nearly a million and a half. The importance of Spanish in the Foreign Service of the United States is shown by the fact that one-third of the diplomatic posts, and one-fourth of the consular, are in Spanish-speaking countries.

"Pan-American friendship and co-operation in commercial, financial, humanitarian and intellectual interests, in the establishment of the principle of arbitration of disputes, and in the constant effort toward peace among nations, is an example to all the world.

"Enormously greater progress in these directions will be made, however, when the American people as a whole understand and appreciate their Latin-American neighbors, and for this purpose a much more wide-spread knowledge of Spanish—as well as of Portuguese, the language of the great Brazilian republic—is indispensable.

"Although there has been a gratifying increase in recent years in the number of students in high schools and universities who are studying the Spanish language and the history and development of Latin-America, these subjects need still greater emphasis in order that they may receive the attention they deserve.

"The great social, commercial, and political importance of Spanish for the United States has been repeatedly brought out by men whose opinions are worthy of respect, such as Elihu Root, Theodore Roosevelt, Herbert Hoover, and quite recently in the notable address delivered by Secretary Kellogg at the University of Pennsylvania."

Here is an extract from the address of the Hon. Frank B. Kellogg, Secretary of State, to which Dr. Rowe refers (delivered on February 22, 1926):—

"As we look back over that hundred years I think all candid students of history will admit that the accomplishments of the South American republics mark one of the most notable periods of history, and it is my conviction that universities and colleges can very profitably devote more time to teaching the history of those countries. This is a great field, and much could be accomplished by the exchange of students with South American institutions of learning.

"Not only may our students be profitably sent there to study their language, which is of surpassing importance, but to study their governments, their social and economic conditions. We are and should be intimately connected with all the South American countries, not only by ties of sentiment but by ties of interest. Though we speak a different language, we have many things in common; we have similar forms of government; our people have common aims and aspirations; this country was the first in recognizing their independence; trade and commerce between our countries is constantly increasing; and I believe there is no place in the world where there is greater progress and development than in South America.

"In the last decade I am aware that there has been a great increase in knowledge of and in acquaintance with the people of those countries, but there is still a wide field for improvement. Travel, acquaintance, and commercial intercourse broaden the vision and tend to allay suspicion and jealousy."

Of similar interest is the statement of a well-known business man, Victor M. Cutter, president of the United Fruit Company:—

"Ever since construction stopped on the Tower of Babel the various races of mankind have been handicaped by their inability to communicate freely one with another. The universal brotherhood toward which we are all struggling could be advanced several hundred years if everyone were familiar with two or more languages.

"To be more explicit, the young American today who hopes to make a brilliant success of his business career can best serve his purpose by learning to speak and write Spanish fluently, for next to English it is the language most extensively used in the Western Hemisphere.

"If we except Brazil and the Guianas, Spanish is the well-nigh universal language of South America; it is the one method of communication in Mexico and in Cuba, and in the Central American states of Guatemala, Honduras, Nicaragua, Salvador, Costa Rica, and Panama. Over 40,000,000 people to the south of us employ Spanish as their natural vehicle of expression.

"Year by year we do more business with South and Central America, and we know that the greatest obstacle to transacting that business is lack of familiarity with the Spanish language. Ignorance of the Spanish tongue prevents that understanding of Latin-American life, manners and business customs which is so essential to the establishment of friendly relations.

"Language offers a trade resistance which is almost insurmountable. You can't do busi-

ness through an interpreter; misunderstandings, inaccuracies, creep in, and there is a lack of confidence and conviction when an American tries to do business with a Latin-American, and is unable to speak the latter's language. Experience has so impressed this upon our officials that familiarity with Spanish is considered essential on the part of employees who desire to advance in our Company.

"I regard instruction in Spanish as an absolute necessity in every public school and college in our country. We are the leading nation in the Western Hemisphere, but we must not overlook the fact that to do business and retain the friendship of our Latin-American neighbors we must read and write their language fluently and correctly. The United States, as a nation of tremendous manufacturing power, will need export business, and Latin-America is the nearest and greatest potential market for our goods. In return we will need the tropical fruits, coffee, sugar, nitrates, minerals, and other products that Latin-America has in vast abundance.

"For political and social reasons, as well as economic, it is of the utmost importance to us to have the closest relations with the nations to the south of us. No subject studied in the schools today pays as big dividends as do foreign languages; and since Spanish is the language most needed in this hemisphere it should be the ambition of every student to master it.

"In addition to the practical business side of life, there are realms of history, romance, the drama, and science which can be explored through a knowledge of Spanish. One of the greatest books of our era, 'The Tragic Sense of Life,' by Miguel de Unamuno, appears twice in the symposium on the ten best books of the twentieth century. The works of Concha Espina, leading woman novelist of Spain, twice mentioned for the Nobel Prize in Literature; of Blasco Ibáñez; of Ramón D. Perés; of Rubén Darío, Villaespesa, Marquina, etc., make an endless list—for there has been in Spain a great renaissance, and the literature of the world has been improved and strengthened by the influence of men and women who express their thoughts in Spanish."

Finally, we have the recent testimony of one of our greatest architects, and incidentally one of our genuine cultural leaders, Ralph Adams Cram:—

"One would suppose that the practical and commercial value of Spanish would justify its inclusion in any modern curriculum. Apparently [Blank] is unaware either of its unique beauty as a language, its immense cultural value, or the world of literary beauties it opens to the student.

"With the clamor now going up in favor of an extension of our commercial activities in South and Central America, and the perfectly justified statement that the first step toward such an extension lies in a working familiarity with the language of all the Spanish-American States, it would seem that no argument is necessary to prove the practical value of the language.

"Apart from this, however, Spanish makes its unanswerable claim on wholly different ground. It is certainly one of the most beautiful living languages, combining the dignity and force of Latin with the suppleness and musical quality of French and Italian. It is the language in which some of the finest literature of the world is enshrined, much of it still untranslated, and it is also the verbal voicing of one of the most vital and constructive and far-seeing civilizations of present-day Europe.

"Personally—and from both a practical and a cultural point of view—I should say that Spanish was, with the possible exception of French, the living language most worthy of inclusion in any system of education which aims at usefulness, cultural development, and the building up of character."

With such testimony from public officials, business men, and leaders in the arts and learned professions (for these are only a few of the many statements that might readily be quoted) it is no wonder that Spanish occupies such a favored position in American education. Add to the points brought out by these gentlemen the fact that Spanish literature always has been one of the cleanest, most chaste, and purest literatures of Europe, and we have an additional reason why we should approve such a condition. Best of all, as Mr. Ruge points out, our students have a natural enthusiasm for Spanish that does not exist in the case of other foreign languages. In the course of a few years we may expect to see Mr. Hoover's desire to have Spanish taught in all our secondary schools an accomplished fact.

No amount of theory can take the place of observation and teaching in the classroom.
—E. J. Bonser, Rochester (N. Y.) City Normal School.

Wayside Jottings in Australia

By L. H. PUTNEY

WE wish that the readers of the Journal could be with us this beautiful spring afternoon as we sit on the slopes of Mount Wellington, looking down twenty-five hundred feet or so on the red roofs of Hobart Town, and the twistings of the River Derwent seeking its way to the sea. Perhaps it is the odor of the giant eucalyptus trees (the gums of the Australians) below us that so stimulates our imagination that we almost dream we can see the ice-packed shores of Antarctica, a mere fifteen hundred miles to the south, with nothing but the cold, forbidding Southern Sea between it and yonder lighthouse.

Since our last letter we have traveled the balmy seas of the Spice Islands and threaded the tortuous passages that lie between the Australian continent and that wonder of wonders, the Great Barrier Reef, which extends from the New Guinea shore twelve hundred miles down the eastern coast of Queensland, every mile of it a veritable garden of corals of every hue and description. Not yet have the Australians waked up to the fact that in this reef they have one of the scenic wonders of the world, only awaiting exploitation to attract to their land tourists by the hundred from every quarter. However, this is not surprising when you find how little the average Australander knows of his own country, a fact all the more strange considering how large a part of them can boast of having traveled around the world, going "home," as they express it, even though Australian-born. We have also visited five of the six states composing the "Commonwealth," and are now in little Tasmania, the "jumping-off place" for nowhere, waiting for a belated steamer to take us across the Tasman Sea to the southern tip of New Zealand.

Because our geographies usually show Australia drawn to a small scale, most Americans think of it as a little continent, but as a matter of fact it is larger than the total land area of our own country excluding Alaska and the insular territories. If a person sets out to travel across the continent by rail it seems much larger, owing to the very slow and uncomfortable service.

With the exception of the Transcontinental line which extends from Fort Augusta in South Australia to Kalgoorlie in Western Australia, a distance about equal to that from New York to St. Louis, all the important railways are owned and operated by the several states. Not only do they not employ the same gauge but in several states more than one gauge actually is in use. As a result one is everlastingly having to change trains. For example, in crossing the continent from Sydney to Perth—a trip of about the same length as from Chicago to Spokane—one must travel on seven different trains. Not only does this make transportation costly, although it can be reduced somewhat by traveling second class, but it is extremely uncomfortable.

Even in the winter, when snow is on the ground in the higher altitudes, the only heat provided in the carriages (cars) is supplied by chemical foot-warmers. The travelers sit wrapped in heavy coats and blankets, pretending they are warm, and waiting anxiously for each stop that they may rush to the "refreshment" room to get a cup of tea or a drink of whiskey, as their tastes may run. On the other hand, so hot is it traveling back into the interior in the summer time, that the Queensland railways actually rent "refrigerators" to place beneath the seats, the passengers providing the ice. Ice water may only be had by buying it at the bar as you would a drink of whiskey, but at each station there is a sort of canteen of water suspended over the platform with a cup attached. Travelers in Australia have to learn to economize on their luggage, for everything is weighed, even what they take into the carriages, and all over a hundredweight (112 lbs.) is charged for at an excessive rate. All of these things may go to explain why so few Australanders, relatively speaking, have seen much of the interior of their own country.

Back home we think of Australia and kangaroos as almost synonymous, and it is quite a shock to find that all the average Australander knows of those interesting little animals is what he has observed at the zoos. And, by the way, no description of this country would be complete that omitted reference to its zoos and botanical gardens. They are vastly superior to anything we have outside our largest cities. Even little Hobart with a population of barely 50,000 has a zoo that would do credit to a place many times as large. In the zoo at Sydney the animals live out-of-doors under conditions as close to their natural habitat as possible. It is a strange sensation to walk along and to be separated only by a narrow cement-lined ditch from ferocious beasts that are usually kept behind steel bars in other zoos.

Australia is a self-governing federation of six states, with an organic law resembling more or less our Federal Constitution. The largest of the states is Western Australia, with an

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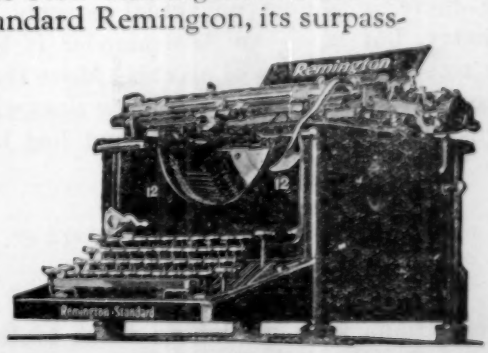

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area more than six times that of California; the smallest, Tasmania, an island approximately 150 miles south of the mainland, having an area about equal to that of New Hampshire, Vermont, and Massachusetts combined.

Seen from the sea, Australia is not an inviting land. Except in the north it is surrounded by a fringe of low mountains, sometimes heavily wooded, and again quite bare of vegetation. Beyond these mountains the country is one vast plateau, traversed by rivers which much of the year are more or less dried-up water courses, like some of our western streams. In the interior water is extremely scarce. Here and there you run across lakes, but they are very likely to be salt, for great stretches of the country are below the level of the sea.

Toward the rim of this central plateau the rainfall increases and sand gives way to grasslands. On these "downs," especially in New South Wales and Queensland, are found the great flocks of sheep and herds of cattle which have made Australia one of the most important pastoral regions in the world. Those who would like to visualize the extent of the downs can do so easily by taking a map of the country and drawing a line through the western termini of the various railways that run back into the interior of Queensland and New South Wales. Nearer the coast where the rainfall is heaviest you find Australia's great wheat-growing district, reaching from Western Australia to New South Wales; and farther north, in tropical Queensland, her rich sugar lands.

The great trouble with Australia is that too large a part of the population lives in the capital cities. In 1922 more than half the people of two states—Victoria and South Australia—were living in Melbourne and Adelaide, respectively. Indeed, the census of that year reveals only about 38 per cent. of the population really living on the land. One reason for this appalling situation is the high minimum-wage laws and other restrictive legislation enacted by the Labor governments which have dominated the several states for the last few years.

It is the custom of trade unionists to speak of Australia as the "laboring man's paradise" because there is almost no actual poverty in the country, but many an Australander is beginning to see the fallacy of all this. More than once we heard people of the middle class say in disgust that their magnificent land had become a "fool's paradise."

Surely any keen observer can see as he travels through Australia that her much advertised great cities are being built up at the expense of the "back blocks" (rural areas) where the real wealth of the country lies. Australia has wonderful potential resources which the world needs, but they can be capitalized only as she develops these back blocks. At present industry is being strangled by the unreasonable attitude of organized labor, led by men of pronounced radical tendencies. While we were in Queensland the sugar planters in their desperation threatened civil war because the dock workers not only refused to load their sugar into ships which had been lying idle for weeks awaiting it, but even resisted their effort to do the work themselves, all with the connivance of the state government. Such an unruly outfit are the Australian seamen that no one ever knows when a ship will actually sail. Its union crew are its masters, and if they decide they wish to go to a dance that night they just fail to show up at sailing time; or, worse still, deliberately climb over the side of the boat, even though the starting signal is being telegraphed to the engine-room.

The prohibition question is agitating the Australanders greatly though they pretend that it is not. Everywhere we went we were asked just how the law really was working in America. After the drunkenness we saw in all the towns we visited, more general than we have seen back home in twenty years, we did not hesitate to say that in our judgment prohibition would be the best thing that could happen for Australia. Liquor is only sold in hotels, "pubs" (for public houses) as they are called. As a rule the bartenders are girls. In all the states, except Queensland, the "pubs" are supposed to close at six o'clock in the evening. It is truly disgusting to see the wild scramble to be served that goes on during the last hour. We were in more than one "pub" where thirsty customers were lined up before the bar two and three deep, all clamoring at once for drinks, just as if life depended on their getting them. To any fair-minded American who questions the wisdom of our national prohibition law, violated as it may be, we commend a trip through Australia, provided he will get away from the big hotels and tourist centres and mingle with the masses.

Next week we will tell the readers of the Journal about Australia's schools.

Correlations with gardening make mathematics, English, and all other subjects more interesting.—Dr. Mary C. Davis, Nashville.

Woodrow Wilson High School

When we name this school Woodrow Wilson, we do a good and a fitting thing—a good thing because the virtues of his life are those which constitute the highest type of manhood and citizenship, and a fitting thing because he spent the greater part of his life as a school man, till in the last great drama of his career he became schoolmaster to the world.

Mr. Wilson was Northern born and Southern bred and his catholicity of spirit encompassed the remotest nation and humblest peoples of the world.

A student at Davidson.
A student at Princeton.
A student of the University of Virginia.
A student at Johns Hopkins.

He was the only President of the United States upon whom the Ph.D. degree was conferred.

His student life at Princeton disclosed the trend of his life. While there he produced his first magazine article, a study of our form of government with criticisms of its defects. From that time on, even though he was engaged in teaching almost constantly, his interest in public affairs constantly increased.

To review the final climactic drama of his life, it would appear that he had been providentially prepared for his final role. How could one with less of training, less of knowledge, less of understanding, less of foresight, less of personal power, have played it? The great war took his life but gave him immortality, for the Woodrow Wilson whom we honor here cannot die as long as America or Americanism shall live.

The Throne and the Cottage

By John Howard Payne

There once was a king on his throne of gold seated;
His courtiers in smiles were all standing around;
They heard him with news of fresh victories greeted;
The skies with the joy of his people resound;
And all thought this king was most thoroughly blest,
Till sadly he sigh'd forth his secret unrest:
"How much more delight to my bosom 'twould bring
To feel myself happy, than know myself king!"

"Ah what, while such power and such treasure possessing,"
(A courtier, astonish'd, stept forward and cried,)
"Could fortune bestow in exchange for the blessing?"
And thus to the courtier the king straight replied:
"Health, a cottage, few friends and a hearth all my own
Were heav'n, in exchange for the cares of a throne!"
"Then, sire, if no longer to your throne you cling,
Seek these and be happy, and let me be king!"

The king gave the courtier his throne and descended;
He long'd for delights of retirement to prove,
And now for the first time around him there blended
The smiles of contentment, and friendship, and love;
But the courtier soon came to the king in his cot:
"Oh, no!" said the king, "I'll no more change my lot!
Think not, that, once freed from the diadem's sting,
I'll give up my cottage and stoop to be king!"

—Exchange.

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"The Little Composition" is for junior high schools. It appears in response to a call from satisfied purchasers of "The Little Grammar," now commonly used in the quality schools of the country. A Guide for Teachers and a set of tests accompany the new volume.

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By Marian A. Dogherty. $1.00

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TREND OF THE TIMES

Suggest How To Cut Crime

Students of the richest and rarest storehouse of crime literature in the world, the "Black Library" of the famous Old Bailey Court in London, now suggest, because of the frequent accounts which reach England of the prevalence of crime in American cities, that the speedy, severe punishment served to English criminals during the "crime waves" of the seventeenth and eighteenth centuries might serve to reduce the lawlessness in American cities. England then had armed desperadoes as numerous as gunmen in Chicago, but holdups on the King's Highway were punished by death. The "Black Library" contains an account of how, at one sitting of court, nine robbers were sentenced to death.

Present Spanish Regime To Go On

General Primo de Rivera, Spanish premier, was found by a correspondent recently to be confident as to Spain's future, particularly in regard to Morocco. He asserted that "the situation in Morocco is satisfactory in all aspects. Abd-El-Krim, seeing the handwriting on the wall, is now anxious to accept any kind of peace. The government has decided upon rigorous economies in expenditures and the elimination of all waste. We will continue to spend money on the restoration and preservation of our national artistic treasures to prevent their decay and disappearance. The principle governing my views on economies is to do away with unnecessary salaries, yet to pay in full those deserving of compensation. The permanence of the government is for an indefinite time, since the country desires no political changes. For the next ten months there cannot be any talk of collective assemblies or other constitutional changes, which will happen only after all other more urgent problems have been solved."

Motor Operation Cost Averages $700

America's automobile bill totals more than $14,000,000,000 including costs of cars, insurance, upkeep, gasoline and numerous other items of expense, according to the Bureau of Industrial Technology. Figures obtained by the bureau showed that it costs the average automobile owner more than $700 a year to own and operate his car. The survey revealed that the nation's annual retail investment in automobiles is twice as great as the annual investment in new buildings.

Energy Seen In Dead Sea

A plan has been announced for harnessing the electrical energy believed to be possessed by the hitherto lifeless lake known as the Dead Sea. If properly exploited, it is declared, the lake can produce a maximum of 350,000 horsepower. The plan includes building a huge pumping station at Haifa, on the Palestinian seaboard, for the transfer of Mediterreanean sea-water by pipes or aqueducts to the Dead Sea. The construction of a series of water conduits, coupled with the Dead Sea's natural mineral power, is proposed. After calculating wastage for evaporation, power for turbines, and loss of power during transfer, it is said 100,000 horsepower can be produced at little cost.

Railroad Earnings Show Increase

The country's Class I railroads, comprising all important lines, in 1925 earned 5.63 per cent. on the tentative value of their property, as set by the Interstate Commerce Commission, according to a report the Bureau of Railway Economics made to the American Railway Association. On the same valuation basis, the roads earned 5.01 per cent. in 1924, 5.22 in 1923, 4.41 in 1922 and 3.33 in 1921. On the property investment claimed by the roads, net income was 4.83 per cent. last year, 4.33 in 1924, 4.48 in 1923, 3.61 in 1922 and 2.92 in 1921. Despite the increased earnings due to greater operating efficiency and heavy freight movements, the report states the roads fell $23,826,000 short of attaining the 5.75 per cent. yield declared "fair" by the Interstate Commerce Commission.

Greek President Resigns Office

Admiral Coundouriotis resigned from the office of President of Greece on March 19. His successor will be chosen at elections to be held on April 4. Admiral Coundouriotis assumed the Regency of Greece when King George II was forced to leave the country in December, 1923. Subsequently, upon the formation of the republic after the plebiscite of April, 1924, he became Provisional President, holding the post up to the present time.

Bill Provides For Embassies

The House of Representatives has passed the Porter bill that provides $10,000,000 for acquisition of American embassy and consular buildings abroad. The bill, which would create a commission composed of the secretaries of state, treasury and commerce and four members of Congress to negotiate for diplomatic buildings whenever it was considered advisable, had administration endorsement and was advocated as an economy proposal.

League to Discuss Court Reservations

The United States has been invited by the League of Nations conference on September 1 at Geneva to discuss with representatives of all League members the American reservations to participation in the Permanent Court of International Justice, and particularly Reservation 5, concerning advisory opinions of the Court affecting the United States. The Council also definitely fixed the date of the first meeting of the Preparatory Commission for the disarmament conference for May 17 and decided that it should be held in Geneva. Administration officials in Washington, while expressing gratification that a date had been set for the preliminary disarmament conference, were surprised at the decision of the Council to convoke a conference to discuss the American reservations. Whether the United States will participate in the conference at Geneva involves some big questions of policy which will be most cautiously and carefully considered by the President and his Secretary of State.

Egypt Plans Merchant Marine

A proposal for the purchase of two steamers from the Australian government which will form the nucleus of a government-owned merchant marine for Egypt, has been laid before the Egyptian cabinet. The vessels would be employed exclusively in the transportation of material imported from Europe for government work.

Electricity Made By New Process

Gunther Polcich, a young Viennese engineer, claims to have succeeded in producing electrical energy out of a "primary element" without the use of dynamos or any other machinery. He asserted that he is able to produce by his chemical process twelve times the current which a storage battery of the usual size and weight is able to transmit. Further experiments, he declared, have convinced him that he has not reached the limit of the element's electrical capacity.

Mississippi Bars Teaching of Evolution

A bill prohibiting the teaching in state-supported schools of Mississippi that man "ascended or descended from a lower order of animals" was recently signed by Governor Henry L. Whitfield.

Rulers of Spain to Visit United States

The Spanish vice consul in Philadelphia, E. de Luque, has announced that the King and Queen of Spain will visit Philadelphia in August. They will be guests of honor at the Penn Athletic Club during their stay in that city. According to reports, the royal couple intend to visit several countries in South America, after which they will tour the United States. King Alfonso created a sensation recently when he announced his plan to fly from Palos, Spain, to Argentina, taking his suite in a modern armada of ten giant seaplanes. Commander Franco, who recently made the first successful flight from Europe to South America, would be in charge of the royal air fleet.

Rubber Production Possible in United States

Production of rubber in the United States in paying quantities is possible, according to a report by the chief of the Bureau of Plant Industry. Instances are enumerated of successful experiments with rubber-yielding plants in Florida, California, the Canal Zone and Hayti. Several of the tropical species thrive in southern Florida and appear to be so well adapted to local conditions that extensive cultivation might be possible. High cost of labor will probably render the East Indian plantation system of production impracticable in Florida, according to the bureau chief, but it is possible to work out other methods of producing and extracting rubber in paying quantities.

Draft Spanish Labor Code

The Spanish ministry of labor has announced that it is drafting a code of ethics to govern the conduct and treatment of labor. The minister of labor, Eduardo Aunos, intends to remove all friction between capital and labor by the creation of industrial conciliation tribunals and special committees to deal with strikes. Under the proposed code all workers must organize subject to certain rules which will make for efficiency and protection of labor and remove the labor issue from politics.

Ice in France

Ice has not become a commonplace in the life of the French people. Refrigerators are used only in the homes of the wealthy. In butcher shops, creameries and similar establishments they are common, but only a few of them are electric. On occasions the ordinary family buys a small piece of ice from the butcher or the milkman.

President Orders Philippine Survey

A survey of economic and other internal conditions in the Philippines has been authorized by President Coolidge. He has appointed Colonel Carmi A. Thompson of Ohio as special commissioner to perform this work and carry the Government's assurance to Governor-General Wood that the Administration is thoroughly supporting him. The President designated Colonel Thompson without conferring with the War Department, which is directly concerned in the government of the Philippines. In explanation of this it was said that Colonel Thompson was to act as the President's personal representative in making an inquiry to furnish the President with data as a basis for legislation to improve conditions in the islands. A report is asked on education, welfare, industry and fitness for self-government.

Dirigible Train Planned For Trans-Atlantic Run

Working plans for an aerial train, consisting of separate dirigibles linked together, have been evolved by J. Nelson Lewis, a Detroit engineer. It is to be completed by June 1 at an estimated cost of $2,500,000. This ship will have four units and be capable of transporting 240 passengers, 24,000 pounds of luggage and forty tons of express and mail, according to the designer. The power plant will be eight 500-horsepower motors, driving sixteen propellers of novel design. Plans call for an outer covering of duraluminum instead of fabric. At a calculated speed of one hundred miles an hour, the trip from London to New York would require thirty-six hours.

Solution Reached On Mexican Land Laws

The diplomatic controversy between the United States and Mexico over Mexico's alien land laws has virtually been concluded to the satisfaction of both countries as a result of the regulations just promulgated by President Calles, putting the legislation into effect. The State Department has given close study to both the Spanish original text and to English translations of the regulations, and its preliminary examination of their phraseology has developed a most favorable reaction in official quarters. Article eighteen of the regulations states that "none of the dispositions of the law nor of these regulations shall be applied retroactively to the prejudice of any person." Under Mexican practice it was necessary to issue regulations to give effect to both the oil and the land laws. Satisfactory regulations concerning the oil laws are expected, in view of the success of the land law regulations.

American Goods Rated as Best

According to a formal statement by the All-Russian Central Union of Consumers' Societies, which, next to the government itself, is the largest purchasing organization in Russia, the United States occupies first place in respect to quality of goods sent to Russia. Germany, Austria and Czecho-Slovakia sent Russia the poorest quality, the statement said. England was placed next to the United States, and France a poor third, seven per cent. of imports from France being characterized as trash.

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EDUCATION IN ACTION

Says Latin Study Waste of Time

"There are three reasons why Latin should not be taught in the schools," recently declared Alonzo B. See, a Brooklyn elevator manufacturer, in a letter to the members of the New York Board of Education. "One is it wastes time that should be given to the study of English and other useful subjects. Another is, the study of Latin mars the use of English. Another is the study of Latin dulls the minds of the children," the letter explained. In it he goes on to say: "There is no more use of teaching Latin in the schools than there is of teaching Sanskrit or any other dead language. The sole purpose of keeping the dead languages in the schools is to make jobs for professors as useless and as antiquated as the dead languages they teach."

Institute of Politics Announces Program

Dr. Harry A. Garfield, president of Williams College and chairman of the Institute of Politics, recently announced the program for the sixth annual session of the institute which will be held from July 29 to August 26 at Williamstown. The institute will seek the facts on the big international issues of the day, including disarmament and security, competition for raw materials and its effect on world peace, public opinion on foreign affairs, and the future role of chemistry in world problems. Several distinguished European statesmen and publicists will lecture and American experts in international affairs will lead round table discussions.

College Girls To Aid Workers

Co-operation of college girls with working girls in nearby industrial centres as a remedy for the lack of organization of industrial women into trade unions, was decided upon at the closing session of the first student-industrial conference at Smith College recently. Student-industrial committees representing women's colleges and various groups of women in industry will be appointed to study specific economic problems. Wellesley College students will work with girls in Brockton industries. Radcliffe students will work with industrial girls in Lawrence, and Simmons College girls will work with the women's trade unions in Boston. Economics departments of the various colleges will suggest reading material for study by the student-industrial committees.

School Blamed For "Flunkers"

Mental maladjustment, which results in the dropping of from ten to twenty per cent. of students from college at the end of the first year, is as much the responsibility of the institutions of higher learning as it is that of the students, Dr. Arthur H. Ruggles, psychiatrist and consultant in mental hygiene to Yale University, recently declared. "Prospective students," he said, "are given an examination, which, if passed, indicates that the student has a sufficient amount of brains. At the end of the first year many of these students are dropped, due to their failure to grasp what is being taught them. Is this the fault of the student or of the university? Mental maladjustment is, in most cases, the primary cause for this. Mental hygiene in colleges shows that many failures to complete the educational program and much other mediocre performance are the results of mental maladjustment."

Columbia to Start Research in Crime

To attack the problems of crime, the Law School of Columbia University has adopted a plan of studies unique in American law education. A research seminar will be established to apply the methods of science in promoting the administration of criminal justice throughout the country, which now, it was declared, is in grave need of sweeping reforms. In its new program of instruction and inquiry, a departure from the Law School's century and a half of tradition, Columbia will co-operate with the National Crime Commission and other agencies, among them the proposed New York State Crime Commission backed by Governor Smith. Leading authorities in psychiatry, psychology and other phases of criminology will work with the Law Faculty.

School Tests Called Unjust

Mrs. Marietta Johnson, director of Schools in Fairhope, Ala., states that "failure in examination makes for self-consciousness, which is bad, and success makes for self-deception, which is worse. An educational system where one child flourishes and another languishes is unjust and immoral. Childhood must not know failure. Working for grades, promotion, to please the teacher, or to escape punishment, is an insincere experience."

Students to Study Curriculum Needs

Wellesley students are interested in keeping the college curriculum abreast of the times, and in order to do this a new committee has been formed. It is composed entirely of students and will co-operate with the committee on instruction, which forms part of the academic council. Students recently presented a petition to the college senate, asking for the appointment of such a student committee to present the views of the students on such matters as required courses, prerequisite courses and new ideas. Through this body the student who thinks the required mathematical course a bugbear and has good reasons for suggesting its omission, may be able to do some actual campaigning. In this way the college curriculum will reflect to some extent the changing ideas of the student body.

Will Broadcast B. U. Inauguration

It is planned to broadcast the ceremonies when the fourth president of Boston University is inaugurated on May 15. This will enable the alumni and students of the university who may be unable to attend, and the general public to hear the program. Dr. Daniel L. Marsh will be inaugurated as president at exercises in Symphony Hall beginning at 10.30 in the morning. Professor John P. Marshall will preside at the organ. Former Governor John L. Bates will present the university seal to President Marsh and speak briefly. The university Men's Glee Club of 100 voices will sing and Dr. Marsh will then deliver his inaugural address.

Bars Communistic Essays in Schools

Attorney General U. S. Webb of California has ruled that children attending schools in California cannot be asked to write essays on the subject of communism. Webb held the writing of such essays would necessitate a study of a subject which is taboo in this country.

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They include the materials, the method, and the technique necessary to meet this comprehensive new point of view in reading. They provide all types of reading-responses useful for training and testing comprehension from this new point of view.

They meet the requirements of the recent Report of the National Committee on Reading.

"The coming of the Bolenius books for beginners was the coming of a clear lantern beam on a dark path. The doubt has given place to certainty. We know, and the children know, that the joy of perfect expression of the knowledge gained from the printed page is theirs. I owe it to the author to say that the greatest professional joy I have ever had—watching the smallest ones gain that wonderful gift, reading intelligently—has come to me through the use of her delightful books, so wonderfully planned and so nobly executed."

MARY McSKIMMON
President of the National Education Association
Principal of Pierce School,
Brookline, Mass.

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The BOOK TABLE

RURAL SCHOOL ADMINISTRATION AND SUPERVISION. By Julius Borass, St. Olaf's College, Northfield, Minnesota, and George A. Selke, formerly of Minnesota State Department of Education. Introduction by Lotus D. Coffman, president of the University of Minnesota. Boston, New York, Chicago, Atlanta, Dallas, San Francisco: D. C. Heath and Company.

In several respects this is of inestimable value for use by every one interested in the improvement of country life. It is in no sense merely traditional. There is little vexatious criticism, but when they do criticise you know what the authors have in mind. Here are unmistakable sentences: "Many schools are abodes of boredom. Many teachers and superintendents are joy-killers." "The superintendent's visit should be an inspiration, not an irritation. "A blight of dreariness has fallen upon many of our collections of library books. A school library should *attract* readers." "What are the foes of happiness? Dullness and stupidity, sometimes disguised as *prosaic morality;* excessive intellectualism; superciliousness; snobbishness, based on differences in wealth, education or social station; foolish notions about democracy, in which no individual differences are to be recognized."

One attraction of this book is that it is attractive and any one will enjoy reading it, and yet no time is wasted in trying to be funny. Every interesting feature of the book leaves the reader looking forward, going forward. He enjoys the scenery as it were, while striking a swinging pace. The cleverest things do not tempt one to stop to enjoy it, but make him want to go faster to enjoy other interesting things. It is in every way attractive and as important as it is interesting. We commend it without reservation.

L'ATTAQUE DU MOULIN. By Émile Zola. Edited with questionnaire and complete all-French vocabulary by Henry Brush Richardson, Ph.D., assistant professor of French, Yale University. Cloth. 130 pages. Price, 92 cents. New York: Henry Holt and Company.

Great interest was aroused throughout the country by the appearance some time ago of Professor Seronde's edition of Rambaud's "Histoire de la Civilisation Française," intended for use on the "Yale System," under which the instructor aims to attain that much-desired "ability to think in French." To that end, the vocabulary in Professor Seronde's book was entirely in French—just as the definitions in the student's English dictionary are entirely in English. The popularity of the earlier book, even in classes not using the "Yale System," has led to the publication of this excellent new edition of Zola's "Attack on the Mill," with questions for oral work based on the text and a complete all-French vocabulary by Professor Richardson, one of the best of the younger men in the French field. The text itself, of course, represents one of the most famous short stories in world literature. Professor Richardson's questions stimulate real, natural conversation. Some idea of the care and completeness with which the vocabulary has been prepared will be gained from the fact that while the text is only 49 pages in length, the vocabulary requires 70 pages—not an undue amount of space when one realizes that the definitions often require an entire sentence in French and that all the material ordinarily given in notes is included. The book is intended for intermediate, as Professor Seronde's was intended for advanced classes. The typography deserves special mention; the new type used in a number of the Holt French texts makes an excellent appearance and is visually advantageous. Publishers and editor are to be congratulated on a worthwhile product.

THE REVOLT OF MODERN YOUTH. By Judge Ben B. Lindsey and Wainwright Evans. Cloth. 364 pages. New York: Boni and Liveright.

No name is more widely known than is that of Judge Lindsey of Denver Juvenile Court fame. No one has dealt with more phases of juvenile delinquencies than has he..

We have known him intimately for a quarter of a century, and, naturally, we have not been able to follow him in all of his philosophy, for we have had no occasion to know a thousandth part of what he has had to know, but we have always been thaukful that there has long been a man of Judge Lindsey's courage and devotion sympathizing with the wayward and the delinquent and skilfully trying to check them before they become pestilent.

In this book, in the most intimate and startling detail, is presented a full account of the great work carried out, its results and an explanation of the circumstances that justify it.

This book is full of true stories, dramas that welled up from the conflicts, suppressions, and explosions of Denver's humanity, and had their climaxes in the famous Juvenile Court.

Judge Lindsey tells these stories in which his position made him play an important part. He tells these stories, but he does not leave them with the telling. They all have a purpose; they serve for the human illustrations of one of the most important, most penetrating analyses of modern life that has yet appeared. Judge Lindsey renders an important judgment on the figure that bulks largest, though it is invisible,—society.

THE PALMER METHOD PLAN OF HANDWRITING INSTRUCTION. 55 Fifth avenue, New York, N. Y., 2128 Calumet avenue, Chicago, Ill., Palmer Building, Cedar Rapids, Ia., Pittock Building, Portland, Ore.: The A. N. Palmer Company.

"The Free Training of Teachers" has given "Palmer Penmanship" a place in American education never attained by any other author in any other subject in half a century, and Mr. Palmer's devotion to his principle is the outstanding achievement among authors, and his leaflet on "The Palmer Method Plan" is as interesting as it is important.

We happen to have known A. N. Palmer for more than a third of a century, since we were on the same platform in Iowa Teachers Institutes when he captured his audiences more completely with his straight-from-the-shoulder talk on Penmanship than could any other speaker. It has been a personal as well as a professional joy to see him "stand by his guns" and insist that "the Palmer Method is not an abstract theory, but a vital fact, progressively pedagogical in every detail and so completely self-teaching that any teacher with ambition who will study and master each step in advance of her pupils can in one school year transform the writing of an entire class from irregular, almost illegible penmanship, done in cramped, contorted, unhealthful posture, to an ideal style, embodying legibility, rapidity, ease and endurance."

And that statement is so clear cut, so universally true that through the years I have time after time in large cities and villages from coast to coast, from lake to gulf, stopped in a classroom just to see another demonstration of the truthfulness of that statement.

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GRINS BETWEEN GRINDS

On the Heights

Mr. Nouveau (explaining his new radio set)—"Y'see, the waves ain't sound waves or electric waves—they're ether."

Mrs. Nouveau (correcting him)—"Eyether, George."—Life.

Silence Safest

"Sam, do you solemnly swear to tell the truth, the whole truth and nothing but the truth?"

"Ah does, suh."

"Well, Sam, what have you got to say for yourself?"

"Jedge, wif all dem limitations you jes' put on me, ah don't believe ah has anything to say."—Rochester Times-Union.

And Codgers

Teacher (junior geography class)—"What are the principal agricultural products of Cape Cod?"

Charles—"Cod liver oil and codfish balls.

Healthy Atmosphere

"Is this a healthful town?" asked a stranger of a native of a certain benighted region of the West.

"It sure is," replied the native. "When I came here I couldn't utter a word. I had scarcely a hair on my head. I hadn't the strength to walk across the room, and I had to be lifted from my bed."

"That is wonderful," exclaimed the stranger. "How long have you been here?"

"I was born here."

Wireless Telegraphy

Teacher—"Can you explain wireless telegraphy to me, Arthur?"

Arthur—"Well, if you had a very long dog, reaching from London to Liverpool, and you trod on its tail in London, it would bark in Liverpool. That's telegraphy. And wireless is precisely the same only without the dog."

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Telegram sent by dad to son in college:—

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A Wordy Age

Modern man is getting more and more wordy all the time. Professor Harry Franklin Covington of Princeton says the undergraduate vocabulary at his university is growing at the rate of six per cent in ten years. The upper classman in 1916 used about 15,500 words, whereas his requirements today run to about 16,500. Shakespeare used to be accounted the most variously and richly worded man in history, his total usage estimated at from 16,000 to 18,000. But now it is said that the ordinary business man invades the dictionary to the extent of from 10,000 to 12,000 vocables, while the professional man has to quarry as deep as 25,000 to 35,000.

In the face of the enormous growth of language, both in the multiplication of words and the enrichment of meanings, it is rather strange that a common prejudice persists against wordiness—verbosity it is called, or "hot air" and worse. The English language, living and dead, records about 750,000 words, and if all the idioms, slang and vernacular variations were counted, the total would be well up toward a million; and yet we are constantly advised by the teachers and rhetoricians to use the simplest words and to stick to those of one and two syllables in preference to the long and elaborate ones.

In spite of the advice, however, the average person tends to enlarge and complicate his vocabulary, and in general the growth of words upon the tongue keeps pace with the growth of knowledge and understanding. Modern man uses more words because there are more and more wrinkles in his gray matter and more thoughts tucked up in those cerebral folds and indentations.

[Philadelphia Public Ledger.]

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Meetings to Be Held

APRIL

14-18: Georgia Educational Association at Macon. Kyle T. Alfriend, secretary, Forsyth.

17: Massachusetts Teachers' Association, at Boston. Stanley R. Oldham, secretary, 15 Ashburton Place, Boston.

21-24: Kentucky Education Association. R. E. Williams, secretary, 4518 Southern Parkway, Louisville.

22-23: Wisconsin Association of Directors, Madison. A. G. McCreary, secretary, Beloit High School Building, Beloit, Wisconsin.

30-May 1-2: Mississippi Education Association. Place to be announced later. W. N. Taylor, secretary, 425 Edwards Hotel Building, Jackson.

JUNE

21-24: Ohio State Teachers' Association, at Cedar Point. Frank E. Reynolds, secretary-treasurer, 428 Chamber of Commerce Building, Columbus.

28-July 4: National Education Association, Philadelphia, Pa.

SEPTEMBER

10: Massachusetts State Normal School Teachers, Bridgewater.

OCTOBER

12-15: Wyoming State Teachers Association, Casper. J. C. Knode, Laramie.

21-23: Indiana State Teachers Association, B. J. Burris, secretary, Muncie, Indiana.

28-29: Illinois State School Board Association, Belleville. Mrs. G. A. Stover, secretary, Oak Park, Ill.

28-29-30: West Virginia State Education Association, Clarksburg, W. Va., W. W. Trent, secretary, Elkins, W. Va.

28-29-30: Rhode Island Institute of Instruction, Providence. Clara E. Craig, secretary, Providence.

NOVEMBER

1-6: Association of Urban Universities, Brown University. Dr. W. M. Lewis, secretary, George Washington University, Washington, D. C.

4-5: Iowa Association of Teachers of English, Des Moines. A. Starbuck, secretary. State Teachers College, Ames, Iowa.

4-5-6: Kansas State Teachers Association, Topeka, Hutchinson, Hays and Chanute. A. J. Stout, Topeka, Kansas.

4-5-6: Wisconsin Teachers Association, Milwaukee.

5-6: Pennsylvania Association of Deans and Advisers of Women, Harris Hotel, Harrisburg. Laura H. Carnell, secretary, Temple University, Philadelphia, Pa.

9: Women's Educational and Industrial Union, Perkins Hall, 264 Boylston street, Boston. Margaret McGill, secretary, Boston.

10-13: Missouri State Teachers Association, Kansas City, Dr. E. L. Hendricks, president, Central Missouri Teachers College, Warrensburg..

12-13: Colorado Education Association, Denver, Grand Junction, Pueblo, H. B. Smith, secretary, 520 Commonwealth Building, Denver.

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